DOCUMENT RESUME

ED 365 053 EC 302 678

AUTHOR	Roger, Blair; And Others
TITLE	Schools Are for All Kids. Part II: School Site Implementation. Trainer's Packet.
INSTITUTION	San Francisco State Univ., CA. California Research Inst.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	18 Mar 92
CONTRACT	G0087C3056-88
NOTE	69p.; For related materials, see EC 302 677-679.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Cooperative Learning; *Disabilities; *Educational Planning; Elementary Secondary Education; Group Dynamics; Grouping (Instructional Purposes); Individualized Education Programs; Inservice Teacher Education; *Leadership Training; *Mainstreaming; Participative Decision Making; Postsecondary Education; *Program Development; School Restructuring; Social Integration; Staff Role; Teacher Role; Teamwork; *Training Methods; Workshops

ABSTRACT

This trainer's packet, designed to be used in conjunction with the participant's manual, was prepared for a 2-day workshop to restructure schools to embrace all children, including those with disabilities. The trainer's materials include: program objectives; masters for overhead transparencies; and descriptions of learning activities, including the purpose, time needed to complete, materials needed, and directions. Objectives for the workshops four sections include: (1) identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force and the role of the integration facilitator, team teaching strategies, and peer coaching strategies; (2) group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change; (3) educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration; and (4) the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration plan. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCHOOLS ARE FOR ALL KIDS

Part II: School Site Implementation

TRAINER'S PACKET

ED 365 053

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Sponsored by:

The California Research Institute
A Federally Funded Research and Technical Assistance Project on the Integration of Students with Severe Disabilities

Written by:

Blair Roger
Consultant
Integrated Services for School, Community, & Work

Renee Gorevin
California Implementation Sites Manager
TRCCI, PEERS, & California Deaf Blind Services

Meredith Fellows
Consultant
Effective Instruction & Supervision

Dotty Kelly
Technical Assistance Coordinator
California Research Institute

EC 302678

This program was developed by the California Research Institute, funded by the Office of Special Education and Rehabilitation cooperative agreement number G0087C3056-88. The information presented herein does not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

BEST COPY AVAILABLE

Table of Contents

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

INTRODUCTION
- Agenda Day 1
- What Makes a Class "Work"?
- Format & Philosophy of Program
- Program Objectives
- Overview Parameters of Full Inclusion

SECTION I
- Objectives
- Strategies for Building Inclusive Schools
- Circle of Friends
- Summary Activity Strategies for Building Inclusive Schools
- School Site Team Planning

SECTION II
- Objectives
- What's Wrong With This Picture?
- Roles in the Integration Process
- Making Meetings Work
- Student Planning Team Meeting
- The Change Process
- Closure Activity Story Board

SECTION III
- Agenda Day 2
- The Interview Activity
- Objectives
- Promoting Inclusive Schools Activity
- Assumptions for Integrated IEP Process
- Curricular Goals & Adaptations
- Grouping Strategies
- Cooperative Groups

SECTION IV
- Objectives
- Individualized Program Planning Process
- Group Vision
- Final Action Plan
- Evaluation
- Additional Readings List

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

AGENDA DAY 1

INTRODUCTION:

Introduction Activity

What Makes a Class Work? Activity

Format & Philosophy of Program

Overview Workshop Objectives

Overview Parameters of Inclusive Programs (Mini Lecture & Discussion)

SECTION I:

Overview Objectives

Jigsaw Activity – Strategies for Building Inclusive Schools

Circle of Friends Activity

Kids Belong Together – Video

Team Prioritizing and Planning Activity

Lunch

SECTION II:

Overview Objectives

What's Wrong With This Picture?

Roles in the Integration Process

Making Meeting Work

Student Planning Team Meeting

School Site Team Planning

Strategies to Facilitate Change Activities

Closure Activity

ACTIVITY
WHAT MAKES A CLASS "WORK"?

PURPOSE:

To set the stage for participant involvement in the workshop.

TIME:

5 minutes for groups to brainstorm
10 minutes for each group to share ideas with large group
15 minutes total including debriefing discussion

MATERIALS:

Brainstorm worksheet and directions in participant notebook. Chart paper and marking pens to write up participant ideas

DIRECTIONS:

Ask participants to brainstorm in their groups what they might expect to see in the ideal classroom where students are actively involved in learning, (i.e., what are the students doing, what is the teacher doing, what does the curriculum look like). Ask groups to share their ideas with large group. Write participant ideas on chart paper. Introduce the format of this workshop and refer to participants ideas on active learning. This may be used throughout workshop to remind participants about active participation in their own learning

INTRODUCTION TO THE FORMAT OF THE PROGRAM AND THE MATERIALS

PURPOSE:

Set the stage and provide overview of the four sections. Let people know what to expect and what will be expected of them.

TIME:

5 minutes

DIRECTIONS:

Introduce the presenters, including background and why you are interested in the concept of schools that work for all kids.

1) Tell about the mechanics of the day – times, breaks, provisions for smoking, location of bathrooms and arrangements for lunch

2) Overview the structure of the notebook: 4 sections, each section has objectives , directions for workshop activities and worksheets. A list of readings are in the back. Each team receives one set of readings. Ask them to bring the book to each session, especially important if there are long periods of time between the meetings.

3) Review philosophy of the program. Explain that their active participation is the key to the success of the workshop.

4) Review ticket system

5) Introduce next activity Review of Workshop Objectives.

INTRODUCTION TO PROGRAM OBJECTIVES

PURPOSE: Provide participants with an overview of objectives for the Program.

TIME: 10 minutes

MATERIALS: List of workshop objectives, written directions for participants.

DIRECTIONS: Participants read objectives and underline objectives most important to them.

Ask participants to share most important objectives with two people.

Lead brief group discussion: What objectives did they feel are most important and answer questions/clarify objectives.

PROGRAM OBJECTIVES

SCHOOLS ARE FOR ALL KIDS

School Site Implementation

Level II Training

Participants will:

1. Increase instructional leaders' awareness of principals regarding the universal advantages of integrating students with mild to severe disabilities into their school sites.

2. Develop the commitment to the concept of equal access to learning for all students.

3. Identify new roles for special and general educators as instructional leaders for all kids.

4. Develop plans to implement integrated programs in home schools.

5. Increase their knowledge of effective practices, models and resources for implementing the integration of students with mild to severe disabilities into their home schools.

6. Identify specific strategies for team-building and developing collaboration between general and special educators and parents to ensure that all students meet their educational goals and objectives in the least restrictive environment.

7. Identify curricular and instructional adaptations for the delivery of effective programs for all students.

8. Identify strategies specific to the development of their school site plan for restructuring special and general education service delivery to provide quality education for all children.

9. Increase their knowledge of systems change and strategies for facilitating personal and organizational growth.

10. Increase commitment and identify strategies to develop schools and classrooms with a sense of community, a belief that everyone belongs, is welcomed and has gifts and talents to offer.

OVERVIEW PARAMETERS OF FULL INCLUSION
LECTURE/DISCUSSION

PURPOSE:

Provide participants with an overview of integration, definitions, rationale, outcomes, and to begin building a vision as to what integration might look like in their schools.

TIME:

15 minutes

MATERIALS:

Overhead transparencies and slide projector, slides (optional)
Participants note taking guide

DIRECTIONS:

Review models for mainstreaming , home room/resource room,inclusive schools, and integration. Identify rationale and benefits for integration. Review best practice guidelines for students with severe disabilities, indicators of effectives schools, and overview of integration across age groups. The next two days participants will be problem solving on how to make integration, full inclusion or mainstreaming more effective at their school Use slides to give participants a visual picture of what integration looks like. Include participants by encouraging them to identify key components during lecture.

in*te*grate (in-te-grayt) v. 1. to combine or form (a part or parts) into a whole. 2. to bring or come into equal membership of a community.

in*clude (in-klood) v. to have or regard or treat as part of a whole.

A LOOK AT FULL INCLUSION ACROSS AGE GROUPS

Infant Through Preschool Age	• Integrated Daycare & Pre-School Programs
Early Elementary School Age	• Home School General Education Classroom
Intermediate & Middle-School Age	• Home School General Education Classroom(s) • Community Based Instruction • Vocational Instruction on Campus & in the Community
High-School Age	• Home School General Education Classrooms • Community Based Instruction • Integrated Work • Transition Planning
Post-Secondary Age	• Community College Campus • Integrated Work • Training for Community & Independent Living Skills

Sailor, W., et al. (1989). Comprehensive local schools: Regular education for all students with disabilities. Baltimore: Paul H. Brookes.

CHARACTERISTICS OF EFFECTIVE SCHOOLS

* Safe, Orderly, and Positive Learning Environment
* Strong Instructional Leadership
* High Expectations
* Clear School Mission
* Opportunities to Learn and Time on Task
* Frequent Monitoring of Student Progress
* Parental and Community Involvement
* Curriculum Continuity
* Multi-cultural Education

WHAT IS INTEGRATION?

INTEGRATION IS:

1. All children learning in the same schools with the necessary services and supports so that they can be successful there.

2. Each child having his or her unique needs met in integrated environments.

3. All children participating equally in all facets of school life.

4. An integral dimension of every child's educational program.

5. Labeled and nonlabeled children having facilitated opportunities to interact and develop friendships with each other.

6. A new service delivery model for special education which emphasizes collaboration between special education and general education.

7. Providing support to general education teachers who have children with disabilities in their classrooms.

8. Children learning side by side even though they have different educational goals.

*Adapted from Douglas Biklen

WHAT IS INTEGRATION?

INTEGRATION IS NOT:

1. Dumping children with challenging needs into general education classes without the supports and services they need to be successful there.

2. Trading the quality of a child's education or the intensive support service the child needs for integration.

3. Ignoring each child's unique needs.

4. Sacrificing the eduction of typical children so that children with challenging needs can be integrated.

5. All children having to learn the same thing, at the same time, in the same way.

6. Doing away with special education services or cutting back on special education services.

7. Expecting general education teachers to teach children who have challenging needs without the support they need to teach all children effectively.

*Adapted from: Douglas Biklen

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

SECTION ONE

INTRODUCTION TO SECTION ONE

PURPOSE:

To focus the participants on a variety of strategies which are being used successfully to educate all students in integrated schools.

TIME:

3 minutes

MATERIALS:

Objectives listed in participant's manual
Overhead transparency

DIRECTIONS:

Read through objectives highlighting the strategies which facilitate inclusive schools. Focus on resources available in their programs. Let participants know that they will have time at the end of this session to make plans for implementing strategies which would work at their school.

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION
Section I

Objectives:

1. Describe key components of Integration.

2. Describe a rationale for the restructuring of schools.

3. Describe key components of classrooms that "work."

4. Identify the role of a school site integration task force and a students centered team in promoting integration and inclusion in general education.

5. Identify team teaching and peer coaching strategies.

6. Describe the role of the integration facilitator in your school.

7. Identify strategies to utilize peers in your school, including mapping Circle of Friends, peer tutors and peer buddies.

STRATEGIES FOR BUILDING INCLUSIVE SCHOOLS

PURPOSE:

Make participants aware of a variety of support networks for students and teachers which can be used to develop and support inclusive education.

TIME:

Assigned reading	10 minutes
Expert group meeting	15 minutes
Home group meeting	50 minutes
Large group meeting	10 minutes
SUMMARY ACTIVITY/ TEAM PLANNING	50 minutes
	2 hours, 15 minutes total

MATERIALS:

Expert group readings
Note-taking guide
Summary Activity Worksheet
Action Plan Worksheet

DIRECTIONS:

Ask teams to join with another team. Number off from one to six. The number corresponds to expert readings. Ask participants to join their expert groups to complete assigned reading. Have expert groups discuss how they can best present information back to their home groups and discuss personal examples of how they have seen this strategy work effectively.

Have them return to home groups to share the information.

Conduct brief large group summary to check for understanding. Allow time for them to raise questions or issues.

Ask home teams to complete the summary worksheet and begin to develop an action plan for how the strategies in this section can be used at their school sites.

SUPPORT NETWORKS

1. SCHOOL SITE INTEGRATION TASK FORCE

2. PEER TUTORS, PEER BUDDIES, & FRIENDS

3. SUPPORT FACILITATOR

4. INSTRUCTIONAL PLANNING TEAM

5. MAPPING PROCESS

6. TEACHING TEAMS

CIRCLE OF FRIENDS ACTIVITY

Purpose:

To acquaint participants with the Circle of Friends Activity and how to build circles of support for children.

Time:

Introduction	10 Min.
Activity	5 Min
Share with neighbor	5 Min.
Group Discussion	10 Min.

Materials:

Circle of Friends diagram in participants manual, overhead of diagram

Directions:

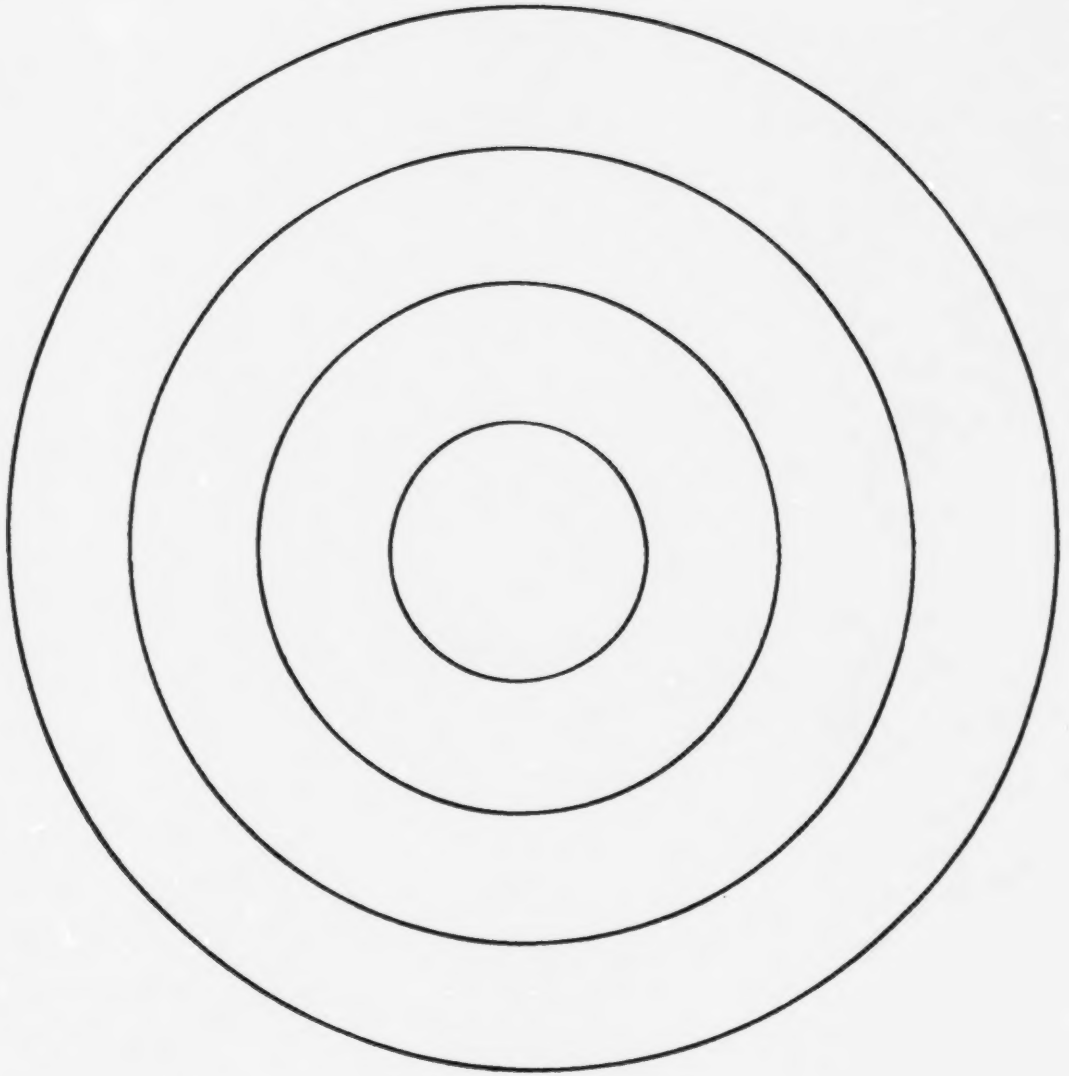
Brainstorm with group what a friend is and why friends are important to them. Show overhead of circles, label and describe who might be in each circle. Discuss what typical circles often look like for individuals with disabilities. Discuss the purpose of facilitating friendships which support students with special needs. Describe how this might take place with a group of students.

Ask participants to fill in their own circles.

Ask participants to fill in the circle for one of the students they are currently planning for.

Hold brief discussion on what those circles look like, address comments and questions.

Circle of Friends



Circle One

Circle Two

Circle Three

Circle Four

VIDEO "KIDS BELONG TOGETHER"

Purpose:

A review and /or introduction of key strategies used to build inclusive communities.

Time:

35 minutes including discussion

Materials:

Videotape "KIDS BELONG TOGETHER"
Tape player and monitor

Directions:

Introduce the video as an overview of support strategies which facilitate full inclusion in the schools shown. They will see bits and pieces of parents, teachers, administrators and students planning together. After the video take time for a short discussion about some of the key strategies these schools used to develop inclusive schools. This should be a review and clarification of some of the strategies they discussed in the previous jigsaw activity.

SUMMARY ACTIVITY

STRATEGIES FOR BUILDING INCLUSIVE SCHOOLS
&
SCHOOL SITE TEAM PLANNING SESSION

Purpose:

To assist each team to prioritize the support networks and strategies which they would like to develop in their school in preparation for team action plans.

Time:

30 minutes

Materials:

Summary Activity Strategies for Building Inclusive Schools work sheets and Action Plan work sheet. Overhead Action Plan work sheet.

Directions:

Participants continue in their school site teams. Ask them to begin an action plan for the networks of support they prioritized on the Summary Activity work sheet. Give an example of a team action plan on blank overhead describing what a goal is, sample activities, sample expected outcomes, etc. Let participants know that this is just the beginning of their school site plan. They will have time to add to this later in the program.

TEAM ACTION PLAN

Our major goal is: _____

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

SECTION TWO

INTRODUCTION TO SECTION TWO

PURPOSE:

To focus the participants on the concepts included in Section II.

TIME:

3 minutes

Materials:

Introduction and objectives in participant manual
Overhead transparency

Directions:

Read through the objectives, highlighting collaborative team building, the change process and team goal setting activities. Participants will continue to develop their school site plan.

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION
Section II

Objectives:

1. Identify effective group skills, leadership/ participatory management, decision-making and conflict management skills.

2. Identify key components for effective meetings.

3. Identify how students will be placed, how current resources will be used, and identify new or additional resources to develop

4. Identify stages of concern and strategies to deal with each.

5. Describe the components and methods of effective systems change.

ACTIVITY
WHAT'S WRONG WITH THIS PICTURE?

PURPOSE:

To focus participants on key issues around leadership and school staff who collaborative together. It's meant to be funny! If they don't laugh you may be in trouble.

TIME:

10 minutes

MATERIALS:

Picture in participants manual and following worksheet. Blank overhead transparency or chart paper to write participant's observations.

DIRECTIONS:

Ask participants to identify 5 serious and 3 not so serious things going on in this picture. Conduct mini discussion on their observations. Then ask them to identify 5 things this faculty might do to get ready for Kevin.

Faculty Meeting Today
BE THERE!
Agenda
1. Bad test scores again
2. Missed yard duty
3. Pull out programs
4. What special ed. wants us to do for them next year.
The district office is making me say this...
AGENDA
1 ——
2 SPEC. ED!
Pencils
You don't mean those kids?
This sounds like a good idea
The Contract and YOUR Rights!
Not in my class you don't!
NO NO NO NO NO
Our kids need to be with their own kind.
YOU don't have the training.
How will OUR kids have their needs met in YOUR classrooms
SH tchr.
speech therapist
LH tchr.

What's wrong with this picture?

KEVIN, age 9, has just moved into the Elm Street School attendance area. Kevin has severe disabilities and has an IEP from Vermont.

The principal is leading a faculty meeting at Elm Street in the picture List five things this faculty might do to get ready for Kevin.

ROLES IN THE INTEGRATION PROCESS ACTIVITY

PURPOSE:

To focus participants on the new roles and responsibilities they may play in the integration process.

TIME:

30 Minutes

MATERIALS:

Roles in the Integration Process worksheet in manual
Overhead transparency

DIRECTIONS:

Ask participants to get together with people they did not come with. Do this by number the group off. Have participants brainstorm the roles each of these individuals will need to play to make the integration process successful. Small groups share with large group and write up key concepts on overhead transparency. Add to these key concepts if some are missed.

ROLES IN THE INTEGRATION PROCESS

PRINCIPAL

Establishing and communication a clear vision

Insuring that students with disabilities have equal opportunities to access courses and activities available to their typical peers

Supporting staff in the change process

Facilitating the joint planning by special and general education to explore changing roles in service delivery

ROLES IN THE INTEGRATION PROCESS

SPECIAL EDUCATION STAFF

Communicating about the Mutual benefits of integration

Sharing the responsibility of "special education students" with the entire school

Jointly planning and monitoring individualized programs for each student based upon an array of integrated educational options

Providing visible, ongoing support to general educators through team teaching and sharing expertise regarding curriculum modifications, designing adaptations, etc.

ROLES IN THE INTEGRATION PROCESS

PARAPROFESSIONAL

Assisting in the implementation of instructional programs in a variety of school and non-school environments

Working with a variety of students who have diverse learning needs

Providing suggestions, feedback and support to school staff and peers regarding effective strategies for facilitating learning

Being an integral member of the team for planning, implementing and evaluating the integration process

ROLES IN THE INTEGRATION PROCESS

GENERAL EDUCATION STAFF

Teaching all children together with different learning outcomes designed for each child

Jointly planning with special educators to clarify supports needed to make integration successful for all children

Getting to know each child and his/her strengths, needs and gifts

Sharing teaching expertise

ROLES IN THE INTEGRATION PROCESS

STUDENTS

Participating in all facets of school life

Learning side by side with peers who share more likenesses than differences

Having opportunities to interact and develop friendships

Understanding that despite labels, peers have similar desires and dreams

UNDERSTANDING YOUR LEADERSHIP ACTIONS QUESTIONNAIRE

PURPOSE:

Participants identify their own leadership behavior and how this may effect the people the work with and the success of their teaming.

TIME:

10 Minutes

MATERIALS:

Leadership questionnaire and score sheet in manual

DIRECTIONS:

Ask participants to fill out questionnaire and score sheet individually. Give group a few minutes to share this information with their team mates. This is preparation for the next teaming activities.

MAKING MEETINGS WORK ACTIVITY

PURPOSE:

To acquaint participants with strategies which promote effective meetings,

TIME:

10 minutes

MATERIALS:

Two stickies for each participant

DIRECTIONS:

Ask participants to identify one thing which facilitates a successful meeting and write it on a sticky they label YES. Then identify one thing which inhibits a successful meeting and write it on the sticky they label NO. Caution them not to write opposites. Give participants about 2 minutes to do this. Demonstrate how the group will set up a bar graph with their YES and NO stickies. Give participants about 5 minutes to locate where their stickies will go on the bar graph. Take another 5 minutes to review items found in common among group. Add key concepts about teaming if they haven't been identified in the bar graph.

STUDENT PLANNING TEAM MEETING ACTIVITY

PURPOSE:

To give participants an opportunity to practice some of the roles and responsibilities we have just talked about in a simulated situation.

TIME:

30 Minutes

MATERIALS:

Direction page in manual
Team Meeting worksheet in manual
Case studies in manual

DIRECTIONS:

Ask participants to read one of the four student descriptions. They can do this in their home groups and select a student with the grade level that corresponds with their school. After reading the case study have participants as a team prepare an agenda for a planning meeting filling in the agenda worksheet. Ask participants identify the roles they will play in the meeting, not necessarily the roles they assume in real life. Give participants to begin the planning meeting for this student. Close this activity by having some participants share what they came up with, what worked, what they would do differently.

ACTIVITY
THE CHANGE PROCESS

PURPOSE:

To assist participants in viewing the process of change as a collaborative effort which is very personally felt.

TIME:

Mini lecture	05 minutes
Analysis	25 minutes
Large group	10 minutes
	40 minutes total

MATERIALS:

Participant directions and worksheets in manual
Overhead transparencies

DIRECTIONS:

Introduce the subject of change by quickly reviewing the points on overhead. Explain the CBAM levels of concern. Review implications for the leader.

Have school site teams meet. Have them follow the directions on the activity sheet to identify some particular teachers or other significant individuals in their school community, predict their levels of concern and identify some possible strategies for allaying them. Refer them to the sample strategies.

Ask participants to talk with their group about how they perceive 1) the group as facilitators of change and 2) themselves as facilitators of change.

60 "REASONS" TO RESIST CHANGE

1. Our problem is different.
2. We tried that once before.
3. We don't have enough time.
4. We don't have enough help.
5. Our system is too small for this.
6. We've always done it this way.
7. Our present method is time-tested and reliable.
8. It's impractical.
9. It's ahead of its time.
10. It's behind the times.
11. The school isn't ready for it yet.
12. The school has had too much of this lately.
13. You can't teach an old dog new tricks.
14. Our young and progressive group doesn't need it.
15. It will require a heavy investment.
16. It will never pay for itself.
17. If no investment is required how do you expect it to work?
18. It's too radical.
19. It's almost the same as we're doing now.
20. It looks good on paper but it won't work.
21. It violates professional standards.

22. It's poor public relations.
23. The board won't like it.
24. The advisory committee won't like it.
25. It's outside my scope of responsibility.
26. It conflicts with policy.
27. We don't have the authority.
28. It will increase our overhead.
29. The present method is working-why rock the boat?
30. It's a good idea but...
31. It's not in the budget.
32. It will cheapen the image.
33. It's to complicated.
34. It's too simple.
35. It doesn't make sense.
36. Let's make another study of it.
37. Let's make a report.
38. Let's sleep on it.
39. Let's form a committee.
40. Let's table it for the time being.
41. It will be too much trouble to make the change.
42. Sound judgement is against it.
43. It's not our problem.
44. Let's be realistic.
45. Perhaps we should first do more research.
46. They'll laugh themselves to death if we try that.
47. I had the same idea years ago.
48. We've done all right without it.
49. Why not let another system try first and get the bugs out of it.
50. It's impossible.
51. Experience will teach you that...
52. I don't see anything wrong
53. It's a great idea for others but we don't need it here.
54. Sure everything's fine if it works. but what if it fails?
55. In my opinion we are going along very well now so I see no need for making changes.
56. People look at things differently.
57. What we are doing now is ahead of everyone else in the field.
58. We're already doing that in a way.
59. It's contrary to the teachings of God.
60. There are pros and cons.

The Change Process in Schools

Implications of Individuals' Stages of Concern

1. Be sure to focus on individuals' concerns as well as on the integration plan itself.

2. Be clear that it's all right to have personal concerns.

3. Take time.

4. Recognize that students, teachers, parents, and administrators may all have different concerns.

5. Within any one group, there may be a variety of concerns.

CONCERNS BASED ADOPTION MODEL

STAGES OF CONCERN

6. Refocusing

5. Collaboration

4. Consequence

3. Management

2. Personal

1. Informational

0. Awareness

The Change Process in Schools

1. Change is a process, not an event.
2. Change is accomplished by individuals.
3. Change is a highly personal experience.
4. Change involves developmental growth.
5. Change is best described in operational terms.
6. Focus must be on individuals, the change, and the content.

ACTIVITY
STORY BOARD

PURPOSE:

To provide participants with summary and closure for day one.

TIME:

15 minutes for participants to develop their groups story board.
15 minutes for groups to share story board including debriefing discussion.

MATERIALS:

Chart paper and marking pens divided into four squares.

DIRECTIONS:

Ask participants to summarize todays information and plans their group has made to move along the path toward full inclusion. They can depict this in sequential order where they started as a group, what they accomplished today and what they would like to accomplish in the future, using pictures or key phrases etc. Ask groups to share their story board with large group. Review goals and objectives for day two.

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

SECTION THREE

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

AGENDA DAY 2

SECTION III:

The Interview Activity

Overview Day 2
Overview Section III Objectives

Promoting Inclusive Schools Activity

Assumptions for Integrated IEP Process – Lecture

Curricular Goals & Adaptations – Slides & Discussion

Grouping Strategies that Facilitate Inclusive Classrooms

Cooperative Learning Activity

Local Team Presentation

LUNCH

SECTION IV:

Overview Section IV Objectives

Individualized Program Planning Process – Review Steps, Worksheets & Examples

Teams Plan for One Student

Group Vision Activity

Final Action Plan

Closure Activity

Evaluations

THE INTERVIEW
REVIEW ACTIVITY

PURPOSE:

To review significant learnings from Day 1.

TIME:

20 minutes

MATERIALS:

Interview questions in participant manual and Post-It notes.

DIRECTIONS:

Number participants off from one to four and ask participants to take a few minutes to interview five different people in the room who are not members of their school site team asking the questions which correspond to their assigned number. Have them write each answer on a post-it note. Then have groups of four get together to share their interview questions.

Briefly discuss the most significant learning from yesterday with the large group.

ROUND TABLE
Important Ideas From Yesterday

PURPOSE:

To review significant learnings from Day 1

TIME:

15 minutes

MATERIALS:

Round Table Activity worksheets

DIRECTIONS:

Ask participants to remove the Round Table from their manuals, write their names on it, and write on the first line one important idea from yesterday. Then have them pass their papers to the left. Each person writes an important idea from yesterday on the paper they have just received, but they must write something different from what is already there. Have participants continue to pass their papers to the left until the papers are filled or time is called.

Briefly discuss the most significant learning from yesterday.

INTRODUCTION TO SECTION THREE

PURPOSE:

To focus the participants on an individualized planning process for the development and implementation of integrated programs.

TIME:

5 minutes

MATERIALS:

Introduction and objectives in participant manual.
Overhead transparency

DIRECTIONS:

Read through the objectives, highlighting the planning process for an integrated program.

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION
Section III

Objectives:

1. Describe 3 possible overall educational goals for a student with severe disabilities in a general education classroom.

2. Describe 5 methods of adapting curriculum within a general education class and program to fit the needs of a student with severe disabilities.

3. Identify benefits and limitations of a variety of student grouping strategies.

4. Describe at least 5 cooperative learning strategies which can be used to facilitate inclusive classrooms.

5. Identify key factors which facilitated integration as described by local team presentation.

PROMOTING INCLUSIVE SCHOOLS
ACTIVITY

TIME:

Develop group response	10 minutes
Share group response	25 minutes (5 minutes each group)
	35 minutes total

MATERIALS:

Attitude Activity Worksheet
Overhead transparency

DIRECTIONS:

Number off participants from 1 to 5. Ask participants to meet in groups to discuss the statement which corresponds with their assigned number. Ask participants to develop a response which promotes full inclusion to their assigned statement. Ask participants to present their response to whole group. Allow time for discussion and input from other groups.

ASSUMPTIONS
FOR INTEGRATED IEP AND STUDENT PLANNING PROCESS
MINI LECTURE

PURPOSE:

To give participants an overview of the basic components both attitudinal and logistic which facilitate the development and implementation of an IEP which reflects full inclusion.

TIME:

10 minutes

MATERIALS:

Note taking guide in participants manual
Overhead transparencies

DIRECTIONS:

Describe each component and give examples. Encourage participants to briefly discuss each assumption.

ASSUMPTIONS FOR INTEGRATED IEP AND STUDENT PLANNING PROCESS

INTEGRATION:

INDIVIDUALIZATION:

TEAM WORK:

FLEXIBILITY:

ENVIRONMENTAL REFERENCING:

EDUCATIONAL GOALS AND CURRICULAR ADAPTATIONS WITHIN THE GENERAL EDUCATION CLASSROOM

PURPOSE:

To provide participants with knowledge of possible educational goals within the general education classroom and several methods of adapting curriculum to meet individual student needs.

TIME:

40 minutes including discussion and video.

MATERIALS:

Note taking guide with goal and adaptation definitions in participants manual. Overhead transparencies samples of student goals. Video and/or slides.

DIRECTIONS:

Review each of the goal and curricular adaptations have participants brainstorm examples for each. Show Davis Video and point out examples of the goal and curricular adaptations implemented. Point out that learning the actual academic content of lessons is not the only learning opportunity available for students. Lead into next activity the planning process: how do we decide when to make educational goal and curricular adaptations.

EDUCATIONAL GOALS & CURRICULAR ADAPTATIONS WITHIN THE GENERAL EDUCATION CLASSROOM

EDUCATIONAL GOALS:

- Social Competencies
- Classroom Routines & Activities
- Special Interest Objectives

ADAPTATIONS:

- Curriculum As Is
- Different Objective Within the Same Activity & Curriculum
- Material or Environment Adaptations
- Providing Physical Assistance
- Alternative/Substitute Curriculum

ACTIVITY

FOUR CORNERS
ANALYZING GROUPING STRATEGIES

PURPOSE:

Participants will become familiar with the pros and cons of four major strategies for grouping students in general education. They will identify grouping strategies which are more effective for specific content as well as strategies which facilitate full inclusion.

TIME:

5 minutes to read assigned strategies
15 minutes for groups to develop their argument
15 minutes for group debates (3 minutes for each group)
5 minutes for whole group discussion
5 minutes to discuss questions Grouping Strategies at Your School

45 minutes total

MATERIALS:

Note taking guide, readings and Grouping Strategies at Your School Activity.

DIRECTIONS:

Ask participants to number off to four, then read the corresponding reading. Tell participants that they are to prepare a debate in favor of their grouping strategy.

Whole group discussion to clarify grouping strategies give examples of how they may be used to facilitate full inclusion. Ask groups to discuss questions on Grouping Strategies at Your School Activity.

GROUPING STRATEGIES

- ABILITY GROUPS
- SKILL-BASED GROUPS
- COOPERATIVE GROUPS
- MULTI-DIMENSIONAL PERFORMANCE GROUPS

GROUPING STRATEGIES
THAT FACILITATE INCLUSIVE CLASSROOMS

PURPOSE:

Participants will become familiar with the pros and cons of strategies for grouping students in schools and classrooms. They will identify grouping strategies which are more effective for specific content as well as strategies which facilitate full inclusion.

TIME:

20 minutes

MATERIALS:

Readings on four grouping strategies, chart paper and marking pens.

DIRECTIONS:

Provide a mini lecture on the pros and cons of grouping strategies with a variety of examples which demonstrate the effectiveness of cooperative and multidimensional performance groups. Refer Back to initial brainstorm activity of what makes a class work and adaptations which promote effective learning for all students.

RECTANGLE PUZZLE ACTIVITY

PURPOSE:

To provide participants with an opportunity to plan for student inclusion in an activity, experience cooperative learning strategies first hand and practice effective group skills.

TIME:

Rectangle activity, competitive and individualistic framework	5 minutes
Directions, teacher planning activity, and process observation	10 minutes
Rectangle activity, cooperative learning framework	15 minutes
Pair up groups to assist each other	5 minutes
Discuss what worked and didn't work for student in activity from planning	5 minutes
Large group volunteer sharing on how student was involved	5 minutes
Answer questions on rectangle sheet and discuss differences	5 minutes
	50 minutes total

MATERIALS:

Rectangle puzzle with questions, overhead and manual. Classroom Activity Analysis Worksheet, overhead and manual. Student vignettes, manual. Rectangle puzzle with cooperative learning expectations, overhead and manual.

DIRECTIONS:

Tell participants they will be tested on their performance on solving a puzzle. Describe the rectangle activity. Explain the following rules:

- everyone must work alone
- no talking
- grade will be based on # of rectangles found in 3 minutes

At end of 3 minutes give grade breakdown (A = 32 or more, B = 28 to 31, C = 20 to 27, D = 14 to 19, and F = 13 or fewer) and ask for a show of hands for A's and B's, give praise. Give correct # and ask for papers. Have participants answer questions at bottom of rectangle sheet.

Explain to group they will be repeating activity but within a cooperative learning framework. Explain that each cooperative group will have a student with special needs in that group. Their participation will be determined in a team planning activity. Describe Classroom Activity Analysis Worksheet and assign each school site team of 4 or 5 a student vignette. Each group will discuss a student and plan what type of participation if any the student will have in the rectangle activity. Allow 10 minutes. *Complete process observation for team planning group.

Review expectations of group as written at bottom of 2nd rectangle sheet. Begin rectangle activity with one person role playing the student described in the vignette and one person acting as process observer. Allow 15 minutes. Check in with each group, note progress (# of rectangles counted and method used) and pair up groups to help each other and/or share method for 5 more minutes. Complete process observation.

School site teams meet and discuss what worked and didn't work for the plans for inclusion of the student with special needs. Point out that assessment is an on-going process and they need to always be flexible and change an activity so it works for the student. Allow 5 minutes.

Ask for volunteers to share how student with needs was involved in group (what adaptations were used). Take 5 minutes.

Conclude activity by group answering questions on rectangle sheet. Discuss differences between competitive/individualistic and cooperative learning. Allow 5 minutes.

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION

SECTION FOUR

INTRODUCTION TO SECTION FOUR

PURPOSE:

To focus the participants on the concepts included in Section IV.

TIME:

5 minutes

MATERIALS:

Introduction and Section IV objectives in participant's manual
Overhead Transparency

DIRECTIONS:

Read through the objectives, highlighting the change process and team goal-setting activities

SCHOOLS ARE FOR ALL KIDS
SCHOOL SITE IMPLEMENTATION
Section IV

Objectives:

1. Describe the steps of an IEP process for full inclusion planning and implementation.

2. Describe the components of a functional assessment.

3. Develop an individual student plan for one student at your school.

4. Develop a team action plan for individualized student planning for full inclusion at your school.

5. Identify a common vision for integration among team members.

6. Establish an individual school site integration plan for the implementation of full inclusion at their school site.

INDIVIDUALIZED PROGRAM PLANNING PROCESS FOR INTEGRATION

PURPOSE:

To provide participants with knowledge and guidelines for implementing an individual program plan for full inclusion. Assist participants to identify current resources and possible strategies to facilitate full inclusion for one student at their school.

TIME:

About 60 minutes

MATERIALS:

Participant note taking guide in manual. Participant worksheets in manual. Participant program planning outline/possible strategies & resources to be developed in manual. Overhead transparencies. Action Plan for program planning in manual.

DIRECTIONS:

Take participants through the program planning process using two students, one high school and one elementary. Have participants assist in filling in planning worksheet information to check for understanding.

Ask participants to identify their roles as a planning team. Have participants simulate a plan for one of their students. This will take some time. Ask them to identify possible strategies and resources which need to be developed at their school to develop and implement a full inclusion program for their student.

Ask participants review the POSSIBLE STRATEGIES 7 RESOURCES TO BE DEVELOPED list and identify their top three priority areas to work on. Have them begin their action plan for these areas.

ACTIVITY
TEAM VISION

PURPOSE:

Participants identify their individual dreams and team vision for full inclusion at their school site.

TIME:

15 minutes for team to establish a common vision.

MATERIALS:

Directions in participant notebook.

DIRECTIONS:

Ask participants to take a few minutes to think about their personal vision for full inclusion. Ask participants to share their ideas with their team and identify a team vision. Bottom line what is this teams purpose and what would this team like to accomplish.

ACTIVITY
A VISION OF FULL INCLUSION AT OUR SCHOOL SITE

PURPOSE:

Participants begin to have a conversation on their school's vision or mission statement. They will bring this activity to completion at their school site.

TIME:

30 minutes including whole group brainstorm activity on key ingredients for mission statement and small group discussion and action planning.

MATERIALS:

Participant directions and worksheets in notebook. Chart paper and marking pens to write down key components of mission statement.

DIRECTIONS:

Mini lecture on importance of establishing group goals, effective ways of establishing group goals, and key ingredients to group goals. Ask participants to write their school's mission statement if they have one. Then identify how their current school mission statement indicates respect and acceptance for children with disabilities as equal and productive members of the school community. If they don't have a mission statement, ask participants to take a few minutes to identify key components they would like to see in their school's mission statements. Remind participants that this activity will come to conclusion at their school site.

FINAL TEAM ACTION PLAN
PULLING IT ALL TOGETHER

PURPOSE:

To help each team organize its ideas for the future of its school into realistic plans.

TIME:

About 60 minutes

MATERIALS:

Action plan sheets from sections 1, 2, & 3, change process planning sheet, team action plan sheet this section, and sample objectives all in participant's manual.

DIRECTIONS:

Groups continue in their school site teams. Ask them to collect and review the action plans they have started in the previous sessions. Ask them to prioritize areas identified in previous plans to come up with one realistic initial plan. Ask group to include in their plan strategies for sharing these ideas at their school site. Remind participants that this is just an initial plan which they will further develop with input from their school community.

FINAL EVALUATIONS AND DRAWING

PURPOSE:

Collect feedback regarding effectiveness of workshop experience for each participant.

TIME:

15 minutes

MATERIALS:

Evaluation forms. Prizes for drawing (bottles of wine, current books, other fun items).

DIRECTIONS:

Ask people to complete evaluations. Collect evaluations.

Hold drawing for prizes if you have chosen to use raffle ticket system.

Thank participants and dismiss group.